



## Noss Primary School and ELC

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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## 2024-2025



Ready Respectful Safe

# Introduction: Local and National Context

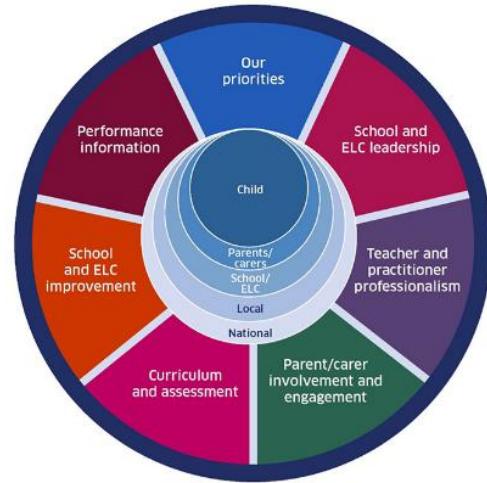
## Ro-ràdh: Co-theacsà ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*<sup>4</sup> are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)

[HGIOS? 4](#) and [HGIOLC](#)

[Health and Social Care Standards](#)

[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### **Looking inwards - starts with those working with our children and young people**

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### **Looking outwards - learning from others**

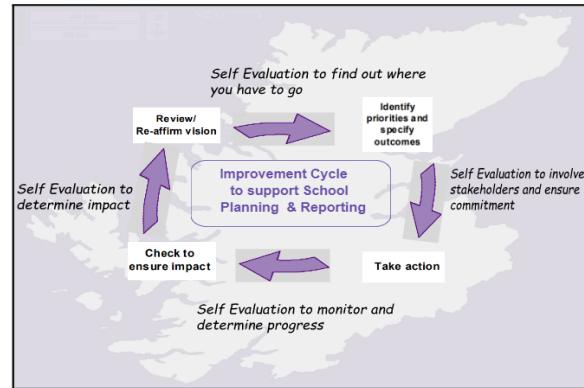
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **Looking forwards - creating a vision and planning for implementation**

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

**With positive experiences, our children and young people will always see the Highlands as home.**  
**Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.**

*Fraser Thomson*  
Head Teacher  
Noss Primary School and ELC

# School Profile

## Pròfil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> <b>92%</b>	<b>Average Class Size</b> <b>26.7</b>	<b>Meeting PE Target</b> <b>Target Met</b>
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<b>Pupil Numbers</b> <b>(382 inc. ELC)</b>	<b>Teacher Numbers</b> <b>16</b>	<b>Pupil Teacher Ratio</b> <b>18.8</b>
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<b>N3</b>	<b>N4</b> <b>7</b>	<b>P1</b> <b>13.6%</b>	<b>P2</b> <b>12.6%</b>	<b>P3</b> <b>10.5%</b>	<b>P4</b> <b>15%</b>	<b>P5</b> <b>19.7%</b>	<b>P6</b> <b>13.9%</b>	<b>P7</b> <b>14.6%</b>
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<b>SIMD Q1<sup>1</sup></b> <b>10-30%</b>	<b>SIMD Q2</b> <b>20-30%</b>	<b>SIMD Q3</b> <b>20-30%</b>	<b>SIMD Q4</b> <b>10-20%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
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<b>ASN<sup>2</sup></b> <b>20-30%</b>	<b>No ASN</b> <b>70-80%</b>	<b>FSM<sup>3</sup></b> <b>70-80%</b>	<b>No FSM</b> <b>20-30%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90+%</b>
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Almost all	Majority

We have had no exclusions this year.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Good progress	Very good progress	Good progress

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Vision

Our vision is to develop happy learners in a secure learning environment where they are nurtured, valued and inspired.

#### Values

Ready, Respectful, Safe

#### Aims

Noss Primary School and ELC will aim to:

- deliver a broad, balanced and inclusive curriculum which allows each child to achieve their full potential
- create a happy, safe and stimulating environment in which children can learn, develop and be treated fairly
- promote and encourage a healthy lifestyle to all learners and the learning community
- allow pupils to participate in a variety of positive, memorable experiences
- ensure that children will have a greater self-knowledge and a greater understanding of the views and needs of others
- foster positive relationships at all levels of our school and ELC
- be a learning community which supports learners, families and staff in lifelong learning and,
- make a positive contribution to the life of the community.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

#### School Priority: Raising attainment in Literacy (Writing)

**Purpose:** Attainment in Writing has not been in line with national expectation. Our priority has been to improve this using the National Writing Improvement programme at P4/5 and P3/4.

Writing	CFE Levels						
	June	P1	P4	P7	P1 P4 P7	Highland	National
2016	77%	57%	64%	66%	62%		
2017	85%	37%	58%	59%	63%	72%	
2018	80%	56%	56%	64%	66%	74%	
2019	72%	53%	65%	64%	64%	75%	
2020							
2021	33%	63%	45%	47%	54%	70%	
2022	59%	35%	59%	50%	63%	73%	
2023	68%	40%	52%	52%	68%	75%	
2024	73%	62%	72%	69%			
2025	61%	69%	62%	63%			

#### Content

- Demonstrable improvement gains for P3/P4 and P5 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing).
- Learners are empowered to see themselves as writers and engage in writing activities.
- Learners confidently talk about their learning intentions and success criteria and next steps.
- Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.
- Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information.
- Increase in P4 Writing attainment.
- Narrowing of attainment gap between the least and most deprived groups.

#### Impact:

- Primary 3/4 and Primary 4/5 improved practice in teaching Writing using pareto charts and fishbone diagram to support process.
- Raised attainment in Writing.
- Increased pupils confidence and enjoyment in Writing.
- Increased networking between colleagues in highland, The Highland Council, Education Scotland and The Scottish Government.
- Noss now a participant in the National Writing Improvement programme and will host Highland colleagues in September 2025.

- Learners to take part in targeted intervention activities

**Next steps:**

- Identified staff to attend training in next cohort of National Writing Improvement Programme
- Staff who attended training this year to continue approaches in new stage

**Purpose:** Raising attainment in Reading

Reading	CFE Levels						
	June	P1	P4	P7	P1 P4 P7	Highland	National
2016	77%	57%	71%	68%	69%		
2017	62%	42%	60%	54%	70%	78%	
2018	68%	53%	67%	63%	71%	79%	
2019	63%	68%	73%	68%	70%	80%	
2020							
2021	41%	56%	55%	50%	62%	75%	
2022	69%	48%	49%	54%	71%	78%	
2023	71%	44%	59%	64%	74%	80%	
2024	83%	60%	70%	71%			
2025	63%	75%	67%	68%			

**Content:**

- Learners are empowered to see themselves as readers and engage in reading activities.
- Learners confidently talk about their learning intentions and success criteria and next steps.
- Learners to take part in targeted intervention activities.
- Learners have a firm grasp of the Tools for Reading and can take part in purposeful, fun follow-up activities.
- Increase in Reading attainment across the school.
- Narrowing of attainment gap between the least and most deprived groups.
- Reading will be a key aspect of our family engagement programme
- Extend our reading resources across each stage of the school

**Impact:**

- Participated in the national reading schools accreditation framework to embody a whole school reading culture which value and celebrate the impact reading can have on our pupils.
- Increased learner enjoyment and participation in reading activities. Recognition and rewarding of progress.
- All staff have participated in literacy for All CLPL and specifically track reading activities to allow targeted intervention to be planned for.
- Staff have accessed numerous CLPL opportunities focused on specific areas of reading.
- Families invited to engage in whole school reading challenge. Data collected and evaluated to decide next steps of engagement.
- Families included in our reading schools accreditation. Recommendations of how to engage children provided and families surveyed.
- Increased reading for pleasure resources provided, new novels for class guided reading are being utilised.

**Next steps:**

- Continue improvement work in 2025-26

**Purpose:** Raise attainment in Numeracy

Numeracy	CFE Levels						
	June	P1	P4	P7	P1 P4 P7	Highland	National
2016	77%	62%	60%	66%	68%		
2017	79%	45%	48%	58%	66%	76%	
2018	77%	67%	58%	67%	70%	78%	
2019	74%	50%	67%	65%	67%	79%	
2020							
2021	54%	58%	58%	57%	60%	75%	
2022	72%	48%	51%	56%	69%	78%	
2023	76%	42%	41%	50%	69%	80%	
2024	76%	60%	72%	69%			
2025	68%	63%	71%	68%			

**Content:**

- Enable all pupils to develop the numeracy skills they need to achieve success in life, learning and work
- Continue to raise attainment and confidence in numeracy across Noss Primary School
- Develop practitioner confidence and proficiency in teaching maths and numeracy.
- Learners to take part in targeted intervention activities (Continuing in 2025/26).
- Build capacity and a shared understanding across staff of how children progress in numeracy and of effective learning and teaching strategies
- Numeracy sessions to feature in 2025/26 family engagement programme (Continuing in 2025/26).
- Develop approaches to numeracy in ELC

**Impact:**

- Increased staff confidence in using a range of concrete and digital materials to support their teaching before moving on to the abstract
- Develop staff knowledge of the benefits of the goal free approach to numeracy
- Increase children's confidence and enjoyment of numeracy
- Raised attainment in numeracy in P7
- Allow children more regular opportunities to apply their numeracy knowledge in different contexts by using the goal free approach
- Children will have daily opportunities to participate in play-based numeracy activities in both the inside and outside ELC environments

**Next steps:**

- Continue improvement work in 2025-26

**Purpose:** We will develop our practice and approaches to develop the learning environment within the ELC, School and SCOPE.

**Content:**

- Develop approaches to a playful pedagogy (SCOPE)
- Develop approaches to inclusive practice
- Optimum learning environment
- Communicate and evidence pupil participation on Class Dojo
- Develop ASN partnerships with Dingwall (St Clements), Thurso (SCOPE @ Miller PS) ASGs and Speech and Language Team
- Working in partnership with ASN CLO
- Engage families as part of our family engagement programme SCOPE team to meet on a Monday afternoon

**Impact:**

Increased teacher confidence in planning play-based activities.

Pupils' enjoyment in play-based tasks.

Training on intensive interaction, differentiation, meeting learner needs and positive relationships have supported approaches to inclusive practice.

National Complex Needs Network supported focus on curriculum and planning development. This will continue into next session.

## School Priority: Developing all areas of our ELC

**Purpose:** We carry out observations to determine which areas to improve in. By considering feedback from our team and partners, we included the following points to action in session 2024-25.

### Content:

- Ensure consistency across children's personal plans in terms of maintenance, child's needs and strategies.
- All staff to used skilled interactions to support children's early literacy, language and communication development.
- Develop a system to proficiently and consistently record children's learning ensuring that next steps are measurable and followed up.
- Develop family engagement programme

### Impact:

- SMT/SEYP have monitored children's personal care plans and have ensured consistency. This ensures children's needs and strategies are being followed.
- SMT/SEYP currently do room observations each term where we look at the staffs skilled interactions and can support in areas where staff need help.
- The staff are becoming more confident when recording children's learning and this is evident in the learning journeys. Each ELC base room has a planning book which also records children's learning.
- We have completed some stay and play dates which have been offered out to parents.

### Next steps:

- One to one parent/carers meetings or phone call with their child's keyworker (around February of their 4-year-old year) should be offered for parents to be kept up to date with how their child is doing in ELC. Parents/carers to also be updated if their child has just started in ELC.
- Invite families into ELC in Term 4 to share learning journeys.
- Involve families in consultation with how to improve our outdoor areas (Possibly google form)

**Purpose:** The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

**Content:**

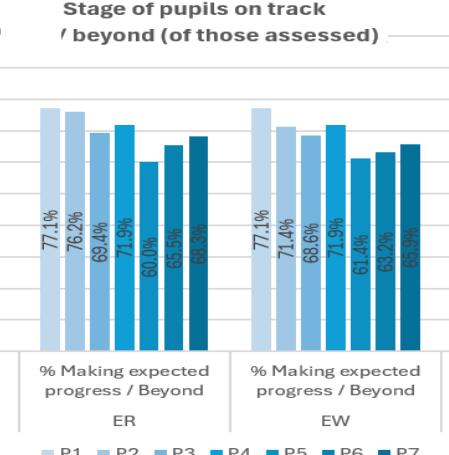
- A whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.
- Recording the impact of any intervention that has been carried out.
- Identify the underlying issues that are preventing a learner from mastering aspects of literacy.
- Make an identification of dyslexia where appropriate.
- Supporting parents of learners with persistent literacy difficulties.
- School guidelines on approach to persistent literacy difficulties.

**Impact:**

- 53% of teaching staff attended all training sessions meaning that all teachers in the team have undertaken Literacy for All training.
- Around 10% of children have undertaken baseline assessment and are recorded on school tracker.
- 100% of teachers confident in meeting the needs of young people with persistent literacy difficulties.
- 100% of teachers that are confident in using assessments for young people with persistent literacy difficulties
- 100% of teachers confident in discussing literacy difficulties, assessments, and interventions with parents/carers.
- 100% of staff adhering to school guidelines on approaches to young people with persistent literacy difficulties.

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact/ progress summary	Intervention Resource allocation used (breakdown)																								
Pupil Support Assistant	<p>As of May 2025, we had served just under 5000 breakfasts across the 2024/25 session.</p> <p>On average, we served 150 breakfast each week with pupil from each class in the school attending.</p>	<p>The Breakfast Club was opened in August 2023, running between 8:30am – 8:55am. The club was opened to all pupils without any stigma attached. The club has provided a safe and secure space for pupils to begin their day.</p> <p>Parent – “Breakfast Club provides a safe space for drop-off before work.”</p> <p>Parent – “It’s a fantastic service with no cost involved to families.”</p> <p>Pupil – “I get to see my friends. We get a choice of cereal and or toast. I get to play with my friends outside or we can do puzzles and draw.”</p>	31737																								
Teacher	<p><b>Stage of pupils on track / beyond (of those assessed)</b></p>  <table border="1"> <caption>Estimated data for Stage of pupils on track / beyond (of those assessed)</caption> <thead> <tr> <th>Category</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>ER % Making expected progress / Beyond</td> <td>77.1%</td> <td>76.2%</td> <td>69.4%</td> <td>71.9%</td> <td>60.0%</td> <td>65.9%</td> <td>68.5%</td> </tr> <tr> <td>EW % Making expected progress / Beyond</td> <td>77.1%</td> <td>71.4%</td> <td>68.6%</td> <td>71.9%</td> <td>61.4%</td> <td>63.2%</td> <td>65.9%</td> </tr> </tbody> </table>	Category	P1	P2	P3	P4	P5	P6	P7	ER % Making expected progress / Beyond	77.1%	76.2%	69.4%	71.9%	60.0%	65.9%	68.5%	EW % Making expected progress / Beyond	77.1%	71.4%	68.6%	71.9%	61.4%	63.2%	65.9%	<p>This session, Miss Sinclair carried out targeted intervention work with pupils who were just off track. Miss Sinclair supported Reading and Writing groups in Primary 4 and 5. As of May 2025, 72% of P4 pupils are on track for Reading and Writing. Roughly 60% of pupils in Primary 5 are on track in Reading and Writing.</p>	45315
Category	P1	P2	P3	P4	P5	P6	P7																				
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## **Wider achievements**

### **Coileanaidhean nas fharsainge**

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This session, pupils, families, staff and partners of Noss Primary School and ELC have celebrated many wider achievements.

#### **Bike Train**

In Term 1, we started the [Noss Bike Train](#) which grew in numbers as the term went on. The initiative built on our partnership with Mr George Ewing, and grant funding from Cycling UK which supported the acquisition of a fleet of 37 bikes which our community use as part of a cycle scheme. We ended the term recording 140 cyclists pedalling to school with MSP, Maree Todd joining us. This session, we applied to Sport Scotland to be recognised as a gold status school. Across the year, our school offered clubs and activities before school, at lunch time and after school. We extended our links with local clubs such as Caithness RFC, East End FC and Wick Academy.

#### **Flower Show**

Pupils at were awarded medals by the local gardening club as a token of appreciation for all the effort they put into its annual flower show. Pupils from P2, P4/5, P5 and P7 all entered a picture of a summer scene, with pupils from P5 also entering bird feeders made from recyclable materials for the [Caithness Flower Show](#)

#### **Grow £20**

Each class received £20 from the school fund. Mr Thomson challenged each class to Grow £20. Classes across the school launched events such as Fund Days and Raffles to raise money. The money raised was used to purchase play equipment for break and lunch based on our pupils right to play.

#### **House Election/ Committees**

In September, pupils voted for House Captains, Vice Captains and Junior Vice Captains. Mrs Aitken led the House Committee in preparing House Challenges across each term. The school also introduced Inter House Sports Competitions in Term 2 (Table Tennis) and Term 4 (Football and Basketball). Pupils joined a group to help support wider aspects of school life such as Eco, Digital Technologies, Road Safety and Outdoors.

#### **Trips**

Our pupils made various trips in our local community and further afield. Our classes visited the Laurandy Centre, Quoysbrae Mart, Newton Rooms, started swimming lessons and also received a visit from UK Parliamentary Officer, Phillipa Mason. Our P7 pupils attended Fairburn Activity

Centre as part of a 3-day residential trip taking part in outdoor activities. Our P7 pupils represented our school at the Lego Coding Challenge competition in March 2025.

### **Other achievements**

In the lead up to Christmas, our Sports Committee organised our first ever [Santa Dash](#).

In March 2025, we held our annual competition, Noss Has Got Talent where our pupils performed to a huge audience in front of a panel of judges. In April and May, we partnered with Bikeability Scotland Instructors to deliver Level 1 and 2 training to pupils in Primary 6 and Primary 7.

Our pupils performed and received placings at the Caithness Music Festival in June.

Many of our pupils attend music lessons. They performed at assemblies and services across the year to our families and friends. Our school and ELC were awarded grants from the Dounreay Communities Fund, Wick Gala Committee and Subsea 7.

We increased our links in the community working with Wick Academy FC, East End FC, Caithness RFC and various other organisations to use our facilities.

In March 2025, we worked with The Royal Borough of Wick Community Council to stage an [express litter pick](#) in our school/ ELC community.

## Comments from learners, families, stakeholders and staff

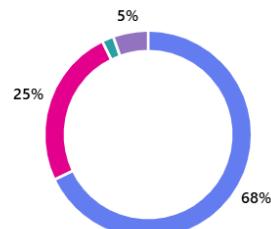
## Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

### Learners

The following responses were taken from our Rights Respecting School Survey, May 2025.

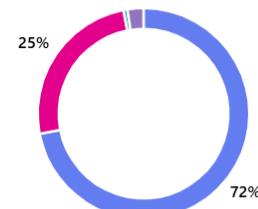
I know about my rights as a child

Yes	112
Sometimes	41
No	3
Not sure	9



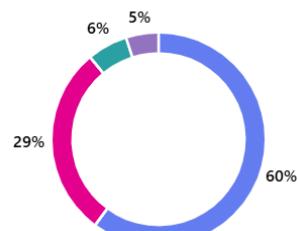
I feel safe at school

Yes	118
Sometimes	41
No	1
Not sure	4



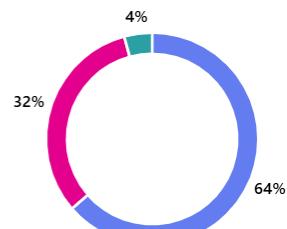
I feel like I belong at school

Yes	98
Sometimes	47
No	10
Not sure	8



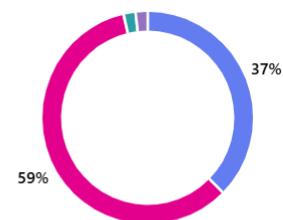
I like the way adults in the school treat me

Yes	105
Sometimes	53
No	7
Not sure	0



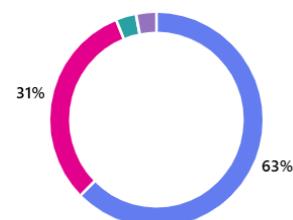
Other pupils are kind and helpful

● Yes	61
● Sometimes	96
● No	3
● Not sure	3



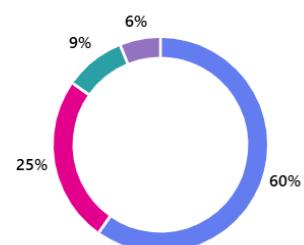
Adults at school listen to my views

● Yes	102
● Sometimes	51
● No	5
● Not sure	5



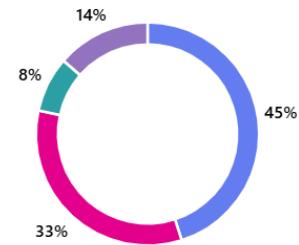
If I have a worry, I could tell an adult at school

● Yes	98
● Sometimes	41
● No	15
● Not sure	10



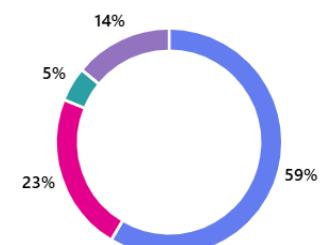
My school makes changes based on children's views

● Yes	73
● Sometimes	54
● No	13
● Not sure	22



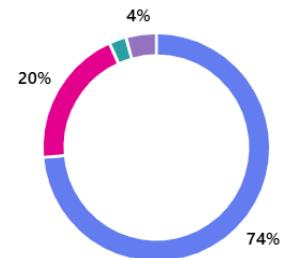
My school celebrates different backgrounds and cultures

● Yes	96
● Sometimes	37
● No	8
● Not sure	23



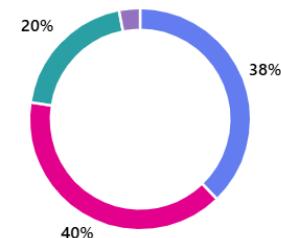
My individual needs are supported so that I can join in at school

● Yes	120
● Sometimes	32
● No	4
● Not sure	7



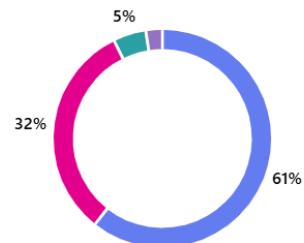
I enjoy being at school

● Yes	62
● Sometimes	65
● No	32
● Not sure	5



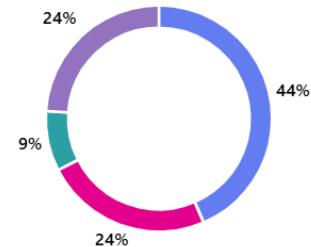
I feel positive about my learning

● Yes	100
● Sometimes	53
● No	8
● Not sure	4



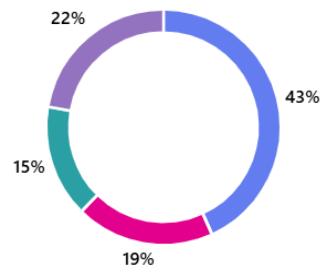
I can make a difference to the rights of others in my local community

● Yes	71
● Sometimes	39
● No	14
● Not sure	39



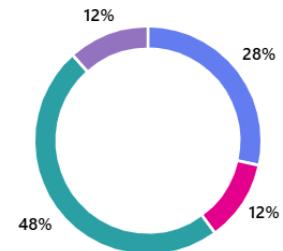
I can make a difference to the rights of others in the wider world

Yes	70
Sometimes	31
No	25
Not sure	36



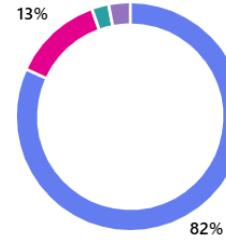
I have talked about children's rights with another person outside school in the last three months

Yes	47
Sometimes	19
No	80
Not sure	19



I think everyone should learn about rights

Yes	135
Sometimes	21
No	4
Not sure	5



## Families

I'm absolutely delighted with the progress of both the children. I can't even begin to express how much I appreciate all the staff, your kindness and patience with them and me has been wonderful. My two grandchildren love the school so much, they have came on leaps and bounds since starting with noss primary and elc. **Parent/ Carer A**

We feel that there is great communication from school staff to parents via Class Dojo and this is very much appreciated. Our daughter is always happy to attend school and we feel that the positive and lovely environment that has been created at Noss is the reason why. **Parent/ Carer B**

Sense of community & after school clubs - helps to mix age groups and grow confidence. **Parent/ Carer C**

Some different afterschool options for younger kids p1-p3. **Parent/ Carer D**

More outdoor learning. **Parent/ Carer E**

Maybe explore potential for school trips Not sure how feasible this is, but maybe parents would be happy to contribute, I know I would happily pay for my child and contribute to any funding required to enable children from lower income households to also attend. School trips to Orkney, Inverness Panto, Dunrobin Castle, Timespan Museum, Dunnet Beach were all part of my primary education. I understand that times have changed, was just something I'd like today's children to experience. **Parent/ Carer F**

#### Staff

My experience of working in Noss so far is that everyone is so helpful, the children are all polite and patient when attending the counter. **Mrs Kerry Banks, Head Cook, Noss Primary School and ELC.**

With SCOPE at Noss being my base school, I feel very lucky and privileged to be part of a caring, helpful team/family. I feel we work well together to do the very best we can for all our children and families and we are always there for each other too. **Mrs Isobel Robertson, ASN Early Years Practice Adviser, Noss Primary School and ELC.**

I joined Noss Primary in August 2025 as an ASN Teacher working with mainstream pupils. My job is very rewarding as I see both academic and social achievements within the pupils I work with. I am very thankful to be a part of an amazing team. There is a great sense of family and we look all out for each other. I wouldn't want to work anywhere else. **Mrs Emma Sinclair, Additional Support Needs Teacher, Noss Primary School and ELC.**

Teamwork is a vital part of the school ethos. The staff contribute ideas, share resources, and support one another through the ups and downs of the school day. We are generally a happy band of wanderers in a sea of education. **Mrs Lindsay Bullen, Primary 6/7 Class Teacher, Noss Primary School and ELC.**

The following information was taken from our Rights Respecting School Survey which was sent the staff team of Noss Primary School and ELC in May 2025:



## Stakeholders

Caithness Poverty Action Group has sought to form simple partnerships with organisations who come across poverty during their work. A good example is Noss Primary School, who we've found make the effort to go above and beyond in helping their students and families when times are hard. We've worked with them to bring cereal bars to hungry kids and assist families in crisis to support life at home. We've also attended their open days, allowing us to speak directly to the people who need our help the most. Always watching out for their pupils, always ready to step up and support when required. 5\* school.

**Bryan Dods, Project Officer, Caithness Poverty Action Group.**

Scripture Union volunteers have found Noss Primary an open and welcoming environment in which to run our weekly lunchtime club. Office staff are always extremely helpful and friendly, the room space set aside for the group has been ideal and the support from the Headteacher and staff in promoting the club has been invaluable. This year Highland Council have required their own safeguarding checks (extra to the SU one) and the school have advised and worked with us in this regard to ensure Highland Council PVGs were obtained for each volunteer involved. **Rachel McBoyle, Scripture Union, Team Leader.**

NRS Dounreay works with practitioners and head teacher to promote STEM to the pupils at Noss Primary School. Noss Primary School is very proactive in this area with numerous activities taking place throughout the academic year for all year groups. They work closely with their Key STEM Ambassador so these activities support the pupils learning and also with NRS Dounreay's STEM Coordinator regarding participation in the IET's First Lego League Challenge. NRS Dounreay needs a skilled workforce to successfully decommission the site and therefore we actively work in partnership with local schools in Caithness and North Sutherland to enthuse and provide experiences to encourage and inspire young people to achieve more and progress in STEM. It's important we capture that interest at a young age and maintain that interest as they progress through school. **Employee Engagement Specialist, NRS Dounreay.**

I have worked closely with Noss Primary and ELC for some time now and have found them to be nurturing and safe places for their children and families.

Children and adults are welcomed warmly at all times with the Head Teacher greeting each child and their families at the start of every day. Parents have commented about how they find the Head and the wider team to be approachable, knowledgeable and fair.

As a professional, I have accessed the school to meet with teachers, children and at various times of the day. I have access to a specific room catered for me to access children and families as needed. Every member of staff gives me a warm welcome whether I am with a child or on my way to meet one. I have observed the older children mentoring the younger children, children in breakfast club and in the playgrounds and at all times. I feel proud to be a member of the wider school community.

The Team at Noss have been flexible to meet families and have been clear and concise in their communication, particularly where there are challenges. They raise concerns in a timely way and offer the strengths and challenges that families are facing with honesty and integrity. The team have also facilitated space to hold core group meetings for families who may find a social work office inaccessible. The reception team are kind and friendly whether I am working with them, parents or children. They always offer their support easily. **Aimee Millington, Social Worker, Caithness Family Team.**

Over several years, I have had the privilege to work alongside Noss Primary School, helping to support a deeper understanding of aspects of literacy. Through class visits, team teaching, training events and one to one discussions, I have been impressed by the passion, commitment and determination of all staff to create the best learning and teaching environment for every child in the school. This has led to Noss Primary School running a parent support session which they opened up to other schools in the area,

taking part in the National Improving Writing Project (HT is a local lead) and joining in whole school on-line training events on Literacy for All, Comprehension Strategies plus other trainings taken by individual teachers to enhance their current practice. Staff are reflective and always keen to discuss concerns and share triumphs. **Jenny Wilson, Literacy Performance and Improvement Officer, The Highland Council**

In partnership with the Senior Management Team, P7 class teachers and ASN teacher at Noss, transition links with our school, Wick High School, have been developed and enhanced this session. In addition to established transition arrangements for individual pupils, a programme of PSA visits to P7 classes, P.E subject specialists carrying out 'taster' lessons with P7 pupils, plus an ASN visit day have been planned collegiately by staff in both schools. We hope, together with staff at Noss, developing these connections with pupils in advance of their enrolment will serve to improve pupil's experiences, enhance information sharing and ensure Noss pupils have a very positive first experience of Wick High School. **Kathy Campbell, Principal Teacher, Additional Support Needs, Wick High School**

I have been working with Noss Primary this session as part of their school improvement plan work around raising attainment in Numeracy. We have worked together in a hybrid way, both online and in person. I visited the school to work with staff on modelling a lesson as well as having dedicated time with teaching staff to discuss and make action plans for things most pertinent to them and their class. Staff have also been attending a variety of online training opportunities that have been on offer this year on topics such as planning, moderation and the once a month 'Highland Numeracy Champions' course, in which we have delved deeper into different techniques and strategies that are tried in class at all levels. PSAs also attended training on how to support children with Numeracy difficulties and those who require intervention activities. I have really valued their commitment, enthusiasm and engagement with Numeracy over the year. They are a school who really have given things a go, have given valuable feedback and reflection on their own practice. They are open to trying new things and seeing how they could improve their practice. They ask good questions and some teachers have also supported me with having a look over documents as they have such a keen eye. They are starting to embed some of the techniques, strategies and planning documents to support teaching and learning and are seeing the difference that they are making. **Emily Renwick, Numeracy Development Officer, The Highland Council.**

NOSS ELC staff and management are very responsive to feedback provided during my support visits. They are keen to make changes to improve outcomes for their children, families, and community. The ELC ensure that high quality learning through children's play, is a central focus to their self-evaluation for improvement planning and actions. **Maria Aitken, Early Years Education Officer, The Highland Council.**

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Very good

Our overall evaluation of our capacity for continuous improvement is: Very good

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Raising attainment in Reading, Writing and Numeracy.

Supporting learners with Additional Support Needs

Developing effective approaches to make our environments and practice better in SCOPE and ELC.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website:

<https://blogs.glowscotland.org.uk/glowblogs/nossprimaryschoolandearlylearningcentreelc/improvement-plan-and-standards-and-quality-report/> or by contacting the school office.